


Physical Development/ Health and Safety	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
<p><b>32.</b> Demonstrates strength and coordination of large muscles</p>	<p><b>32a.</b> Uses arms, legs, and whole body to move <i>Example:</i> Rolls, sits, crawls, cruises, and then takes steps</p> <p><i>Supportive Practice:</i> Give infants time to explore a safe environment in which they can roll, pull up, and learn to walk.</p>	<p><b>32a.</b> Moves in a variety of ways and directions <i>Example:</i> Toddles without support; attempts to jump; carries a large ball while walking</p> <p><i>Supportive Practice:</i> Play music that encourages toddlers to move their bodies in a variety of ways.</p>	<p><b>32a.</b> Attempts new large-muscle activities that require coordination and balance <i>Example:</i> Runs, marches, throws, catches, and kicks balls with little control of the direction or speed of the balls</p> <p><i>Supportive Practice:</i> Take children outside or to a large indoor space that encourages safe, active play.</p>	<p><b>32a.</b> Engages in complex large- muscle activities that involve flexibility, control, and a full range of motion. <i>Example:</i> Rides a tricycle; attempts to gallop; walks up and down steps with alternating feet; kicks and throws ball toward a person or place</p> <p><i>Supportive Practice:</i> Use a variety of equipment that promotes children’s coordination of upper and lower body movements.</p>	<p><b>Large-Muscle Strength and Coordination</b>  <b>32a.</b> Demonstrates locomotor skills by running smoothly <i>Example:</i> Races back and forth between two playground cones.</p> <p><b>32b.</b> Demonstrates balancing skills by hopping and jumping in place <i>Example:</i> Jumps up and down in place when the teacher asks, “Who would like to set the table?”</p> <p><b>32c.</b> Demonstrates ball-handling skills, using a full range of motion <i>Example:</i> Tosses balls into a large storage tub, using both over- and underhand movements.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Play games that involve running, e.g., “Duck, Duck, Goose.”</li> <li>• Ask children to think of ways to move from one place to another, e.g., hopping like a bunny or lumbering like an elephant.</li> <li>• Offer children a range of opportunities to practice throwing, for example, as a part of a beanbag game in the classroom and a ball game outside.</li> </ul>	
<p><b>33.</b> Demonstrates strength and coordination of small muscles</p>	<p><b>33a.</b> Uses whole hand and fingers (all together, raking, and then using thumb and index finger) to touch, hold, and pick up objects <i>Example:</i> Holds a bottle with two hands; picks up cereal; empties objects from a container.</p> <p><i>Supportive Practice:</i> Put safe objects within infants’ reach and encourage them to grasp them.</p>	<p><b>33a.</b> Attempts activities that require two hands; uses fingers and whole-arm movements to place and release objects <i>Example:</i> Scribbles with large crayons; turns pages of book (often more than one at a time); begins to use a spoon and fork</p> <p><i>Supportive Practice:</i> Encourage children to pick up objects, such as differently sized balls, and put them into a basket.</p>	<p><b>33a.</b> Engages in activities that require eye–hand coordination; uses wrist and finger movements to manipulate objects <i>Example:</i> Pours liquids from pitcher to cup; works simple puzzles; strings large beads</p> <p><i>Supportive Practice:</i> Provide materials to stack, e.g., blocks of different sizes and shapes.</p>	<p><b>33a.</b> Uses finger and hand movements to work with small objects and accomplish tasks <i>Example:</i> Copies shapes; cuts with scissors; fastens large buttons; writes some letter- or numeral-like forms; uses a stapler and tape</p> <p><i>Supportive Practice:</i> Offer a range of art materials that promote precise movements, such as thin markers with narrow tops.</p>	<p><b>Small-Muscle Strength and Coordination</b>  <b>33a.</b> Uses precise hand, finger, and wrist movements to grasp, release, and manipulate small objects <i>Example:</i> Plays with dramatic play furniture and props, using a range of fine-motor movements to open the latch on a cabinet, button a doll’s shirt, and place small dishes on a table.</p> <p><b>33b.</b> Uses writing and drawing tools to perform particular tasks <i>Example:</i> Uses a variety of materials, such as colored pencils, pens, and thin markers, to make a thank-you card.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Encourage children to use cooking tools, serving utensils, and personal utensils during cooking activities, snacks, and meals.</li> <li>• Place writing materials in all interest areas and encourage children to use them throughout the day.</li> </ul>	
<p><b>34.</b> Demonstrates behaviors that promote health and safety</p>	<p><b>34a.</b> Emerging</p> <p><b>34b.</b> Begins to participate in meeting own needs <i>Example:</i> Opens mouth when food is offered.</p> <p><b>34c.</b> Emerging</p> <p><i>Supportive Practice:</i> Talk about what you are doing as you provide consistent routines.</p>	<p><b>34a.</b> Emerging</p> <p><b>34b.</b> Attempts basic feeding, dressing, and hygiene tasks <i>Example:</i> Picks up cereal to feed self; pulls off socks.</p> <p><b>34c.</b> Emerging</p> <p><i>Supportive Practice:</i> Talk about what you see children doing to feed and dress themselves.</p>	<p><b>34a.</b> Emerging</p> <p><b>34b.</b> Performs some simple feeding, dressing, and hygiene tasks <i>Example:</i> Puts hands under running water for washing.</p> <p><b>34c.</b> Emerging</p> <p><i>Supportive Practice:</i> Acknowledge when children try to do things for themselves and provide helpful suggestions.</p>	<p><b>34a.</b> Follows familiar health and safety rules with occasional reminders <i>Example:</i> Sneezes into elbow after seeing the teacher do so.</p> <p><b>34b.</b> Performs basic self-help tasks with assistance <i>Example:</i> Pulls pants up and down for toileting; may need help with fasteners.</p> <p><b>34c.</b> Emerging</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Model healthy practices, such as using a tissue to blow nose.</li> <li>• Teach techniques to make dressing easier, e.g., the upside down and over-the-head method of putting on jackets.</li> </ul>	<p><b>Health and Safety</b>  <b>34a.</b> Describes basic health and safety rules and follows them <i>Example:</i> Explains that you have to go one way when you ride the trike so you don’t bump into other children.</p> <p><b>34b.</b> Performs self-help tasks with minimal assistance <i>Example:</i> Flushes toilet and washes hands after toileting.</p> <p><b>34c.</b> Begins to understand that foods have different nutritional values <i>Example:</i> Says, “Fruit is good for you. It makes you strong. It gives you energy.”</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Involve children in discussions about the reasons for health and safety rules.</li> <li>• Make picture and word charts that show sequence of handwashing steps.</li> <li>• Talk about different kinds of foods and why they are nutritious.</li> </ul>	